



**ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING**  
**(National Curriculum Coverage)**

**LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH**

**YEAR 5**



SUBJECTS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	3	4	5	6
<b>TERMLY VALUE</b>	Community/Friendship	Peace/Generosity	Joy/Thankfulness	Hope	Dignity	Wisdom/Courage
<b>5 WAYS TO MENTAL WELL BEING</b>	Be Active Take Notice Keep Learning	Give Take Notice Keep Learning	Take notice Be Active Connect	Be Active Take Notice Keep Learning	Give Take Notice Keep Learning	Take notice Be Active Connect
<b>KEY DATES/EVENTS</b>	Walk around Stamford to look at the Georgian features	Christmas Carol Service				Trip to the coast with Year 2?
<b>MATHS</b>	Place Value Addition and Subtraction Statistics	Multiplication and Division Perimeter and Area	Multiplication and Division Fractions	Fractions Decimals, percentages and fractions	Decimals Geometry – Properties of shape	Position and Direction Converting between measures Measuring volume
<b>ENGLISH</b>	Grammar Practice Powerful Description	Persuasive Writing Formal presentations Poetry	Diary Writing Descriptive writing	Playscripts Story with a historical setting Book trailers	Ancient Greek myths Non-chronological reports	Non-chronological report Story from a different culture
<b>RE</b>	<b>Being Human: Hinduism</b>	<b>Being Human: Islam</b>	<b>Salvation: What difference does the resurrection make to Christians?</b>	<b>Incarnation: Was Jesus the Messiah?</b>		<b>Expressing Beliefs Through the Arts</b>
<b>SCIENCE</b>	<b>FORCES</b>	<b>Space</b>  <b>Global Warming</b>	<b>Properties of materials</b>	<b>Animals including humans</b>	<b>Reproduction</b>	<b>Plastic Pollution</b>  <b>Reproduction</b>



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	<b>WHITE ROSE</b>	<b>WHITE ROSE</b>	<b>WHITE ROSE</b>	<b>Life Cycles</b> <b>WHITE ROSE</b>	<b>Reversible and Irreversible changes</b> <b>WHITE ROSE</b>	<b>Consolidation</b> <b>WHITE ROSE</b>
<b>COMPUTING</b>	Computing systems and networks – Sharing information: <i>Develop understanding of computer systems and how information is transferred between systems and devices</i>	Creating media – Vector drawing: <i>Learn that vector images are made up of shapes. Learn how to use the different drawing tools and how images are created in layers. Explore ways which images can be grouped and duplicated to support them in creating more complex pieces of work.</i>	Creating media – Video editing: Learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video	Data and information – Flat-file databases: <i>Looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems.</i>	Programming– Selection in physical computing: <i>Use physical computing to explore the concept of selection in programming through the use of the Crumble. Introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge.</i>	Programming – Selection in quizzes: <i>Develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch.</i>
<b>HISTORY</b>	<b>What does the census tell us about our local area?</b>  GEORGIAN STAMFORD  <b>KAPOW</b>	<b>GEOG FOCUS</b>    <b>KAPOW</b>	<b>How have children's lives changed?</b>    <b>KAPOW</b>	<b>GEOG FOCUS</b>    <b>KAPOW</b>	<b>What did the Greeks ever do for us?</b>    <b>KAPOW</b>	<b>GEOG FOCUS</b>    <b>KAPOW</b>



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<b>GEOGRAPHY</b>	<b>HISTORY FOCUS</b>  <b>KAPOW</b>	<b>What is life like in the Alps?</b>  <b>KAPOW</b>	<b>HISTORY FOCUS</b>  <b>KAPOW</b>	<b>Would you like to live in the desert?</b>  <b>KAPOW</b>	<b>HISTORY FOCUS</b>  <b>KAPOW</b>	<b>Why do oceans matter?</b>  <b>KAPOW</b>
<b>ART/DT</b>	<b><u>DESIGN AND TECHNOLOGY</u></b>  Electrical Systems: Doodlers  <b>KAPOW</b>	<b><u>ART AND DESIGN</u></b>  Sculpture and 3D: Interactive Installations  <b>KAPOW</b>	<b><u>DESIGN AND TECHNOLOGY</u></b>  Mechanical Systems: Making a pop-up book  <b>KAPOW</b>	<b><u>ART AND DESIGN</u></b>  Drawing: I need space  <b>KAPOW</b>	<b><u>DESIGN AND TECHNOLOGY</u></b>  Cooking and Nutrition: What could be healthier?  <b>KAPOW</b>	<b><u>ART AND DESIGN</u></b>  Painting and mixed media: Portraits  <b>KAPOW</b>
<b>MUSIC</b>	Playing Ukuleles/Chime Bars (Lowry - Matchstalk Men and Matchstalk Cats and Dogs)	Using percussion instruments - Making maps for a musical journey around Stamford	Playing chime bars - Chinese New Year Music (pentatonic scales)	Playing Drums	Using percussion instruments/ Making planet soundscapes/Gustav Holst	Greek music (Sirtaki/Zorba's dance)
<b>PSHEE</b>	<b>Being Me in My World</b>  <b>JIGSAW</b>	<b>Celebrating Difference</b>  <b>JIGSAW</b>	<b>Dreams and Goals</b>  <b>JIGSAW</b>	<b>Healthy Me</b>  <b>JIGSAW</b>	<b>Relationships</b>  <b>JIGSAW</b>	<b>Changing Me</b>  <b>JIGSAW</b>
<b>PE</b>	<b>Swimming</b>  <b>Netball</b>	<b>Swimming</b>  <b>Fitness (Physical)</b>	<b>Yoga</b>  <b>Football</b>	<b>Hockey</b>  <b>Basketball</b>	<b>Outdoor Adventurous Activities</b>	<b>Athletics</b>  <b>Rounders</b>



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					<b>Cricket</b>	
<b>Visits out or visitors into school</b>	Walk around Georgian Stamford to look at the features of Georgian architecture			Victorian visitor for Victorian Day	RESIDENTIAL	